1. Making Accommodations Universal - The Global Public Inclusive Infrastructure and Shopping and Alerting Aid
Denis Anson
A person who has difficulty using standard information technologies may, if s/he has had access to appropriate services have a person system that accommodates that person’s limitations effectively. But what happens when there is a major operating system upgrade, the person buys a new computer or phone, is moved to a different part of their company, or graduates to a new level in school? Currently, even the best accommodations are not portable. Worse, what happens with the person is asked to use an information kiosk at the airport, grocery store, or government office? The Global Public Inclusive Infrastructure allows a person’s personal preferences and accommodations to follow them from device to device, without outside assistance, and while protecting privacy and confidentiality. Learn about and see the GPII in action. Having accommodations follow you from place to place is good, but how do you find the appropriate accommodations in the first place? There are thousands of available accommodations, of which only a few may be right for you. The GPII Shopping and Alerting Aid (SAI) is a tool that will help anyone, regardless of level of experience, locate the appropriate accommodations for school, work, home, or entertainment. By providing a bit of information about the things you have difficulty with, or the features you need, the SAI can quickly provide a FEW recommendations that are likely appropriate for you.

2. UDL in EASL Classrooms
Lindsay Doukopoulos and Mallory Porch
This session is designed for faculty who teach, or plan to teach, in the Engaged and Active Student Learning Classrooms in the new Mell Classroom Building @ RBD Library facilities and elsewhere around campus. The goal of the workshop is to demonstrate how the principles of UDL can help faculty achieve better learning outcomes for all students by designing learning experiences for different learning styles. At the end of the session, participants will have designed a full class period for an EASL classroom using the principles of UDL and will leave with the ability to apply new knowledge and skills to other class periods, assignments and courses.
1. Active Learning and Accessibility in Auburn University’s EASL Spaces
   Wiebke Kuhn
   Auburn University has been building EASL (Engaged and Active Student Learning) Classrooms since 2013, with an emphasis on collaborative learning, equipping the spaces with collaborative furniture, glass boards for students to work on, and technology allowing faculty and students to share their mobile devices to projection systems in these rooms. Students have seen an average increase of 6 points on final course grades and improvement in collaboration, communication, and leadership skills. We have focused on faculty opportunities to rethink their courses; this fall, we are focusing on students with short workshops before the term to encourage different learning strategies. In collaboration with the Office of Accessibility, these sessions and other content aimed at student success will provide strategies for all students. At the end of this session, you will be able to organize a similar student workshop at your own institution.

2. Assistive Technology and Transition to Higher Education
   Sheila Boilling
   Assistive Technology beyond the high school years is one of those areas where the student must take ownership. This session equip educators to help students with a seamless transition to the post-secondary environment. Students with disabilities need to learn how to advocate for their use of assistive technology in various environments and in differing conditions. In order to receive disability services in the postsecondary educational environments, students should be taught self-advocacy skills so they can effortlessly continue their use of needed assistive technology after they exit high school.

3. Wheelchairs: More to Them than Meets the Eye!
   Cathy Carver
   We will discuss, “the most frequently asked questions about wheelchairs.” Just as all people with disabilities differ in their presentation and functional abilities, wheelchairs vary as well. Wheelchairs can be manual or power and everything in between. Components vary even more, and the whole process of selection can be overwhelming. This presentation will answer: How do I know when I, one of my clients, or someone I care about need a wheelchair? Does insurance cover it? How do I decide on which one or type? Who supplies and repairs them? What’s the process of getting one? In the wheelchair industry, fraud and abuse have been rampant. To prevent that, come ready to get clarity and to participate in this interactive discussion.

4. Ethical Considerations in Providing AT Services
   Nancy Adams
   This session will discuss real-life cases in which the provision or non-provision of AT resulted in an ethical dilemma for the rehabilitation and education team. Five types of ethical principles underlie the distribution and use of AT: beneficence, nonmaleficence, justice, autonomy, and fidelity. Participants will enjoy an opportunity to discuss ethical dilemmas in an environment of like-minded folks. The presentation utilizes the 2017 CRCC Code of Ethics to address and apply an ethical decision-making process to find solutions to ethical dilemmas regarding the provision of AT.

5. Making Math Digital
   Shelley Justice
   Wishing for an easier way to create and read digital math? EquatIO allows teachers and students to create digital math (and science!) by speaking, typing, or handwriting. Plus the expressions created can be read aloud with Read &Write’s text-to-speech. In this session we’ll look at how EquatIO makes math accessible, explain how to access free tools for ongoing use, and preview EquatIO’s innovative premium tools that are available by subscription.
Jason Martin
Participants will be able to identify Google, the Chromebook, and accessibility tools related to Google. Participants will gain a basic knowledge of the Chrome OS environment and will learn the built in accessibility for low vision and blind. Participants will gain an understanding of G Suite and will be able to demonstrate or explain the following: Using Google Vox and Magnification. How to open, save, share, and organize files using Google Drive. Create and edit files with Google Docs. Create spreadsheets and budgets using Google Sheets. Create presentations using slides. Create Accessible Forms using Forms. Manage Calendar and Events using Calendars. Participants will be able to identify and utilize accessibility training materials at AFB Train the Trainer. Participants will gain an understanding of Google Cardboard and applications for individuals with visual impairments.

7. If You Can't Find It, Print It: The Impact of 3D Printing Across the Field of Assistive Technology  
Tim Driskell
The 3D printing industry is constantly growing and expanding. With each iteration of hardware, printers become smaller, more affordable and easier to use. The versatility of 3D printing can provide solutions for low vision aids, AAC, daily living aids, tools to overcome barriers to employment, custom devices and much more. For people with disabilities, low cost AT can be as easy as clicking print. In this session, participants will: Learn the basics of 3D printing, Discover how 3D printing can be applied to a variety of disabilities and individual needs, Touch and see 3D printed AT, Learn how to access 3D printing resources, Be introduced to simple design software to make your own 3D parts.

8. Augmentative and Alternative Communication (AAC)  
Sonia Clecker and Karen Bagget
This session will introduce and review various aspects of augmentative and alternative communication. Participants will be provided with specific examples of AAC options for various diagnostic populations, including children and adults at varied levels of language development, through demonstrations of actual devices and/or videos of AAC users. Additional topics discussed during this session will include common myths of AAC, ways in which we can better communicate with individuals who require use of AAC, and ways in which we can obtain funding for AAC.

9. Design with the End in Mind? Developing Accessible Online Courses  
Shawndra Bowers, Betsy Gilbertson, and Paul Springfield
This session is designed for higher education faculty who want to create online courses that are inclusive and help ensure the success of all learners by anticipating their needs. Properly implementing the principles of UDL in online course design can not only save time and effort in retrofitting accommodations but can also increase retention and improve learning outcomes among all students. Participants will be introduced to relevant regulations and guidelines, design thinking and planning for the overall course, as well as best practices, tools, and resources for developing accessible course content.
10. No More Say and Pray – Improvements to Voice Recognition

Jeff Mega

What would be a better tool for work than being able to talk to the computer and have it write for you? Imagine all the notes, emails, and/or reports you could complete more efficiently. Gone are the days of extended voice training to achieve an optimal accuracy. The software has improved for out-of-the-box success. Come check out voice recognition and the wonderful things it can do and decide for yourself, if this is a tool that could improve your life.

11. Using Assistive Technology to Develop an Effective Behavior Management Plan for Your Classroom

Kelley Martinez

This session will exemplify how Assistive Technology, in the form of a free iOS Software App, ClassDojo, has the ability to help teachers effectively create a behavior management system within their classroom. This iOS App is structured to provide behavior modification in the form of replacement behaviors and positive reinforcement. It also easily generates data driven reports in order to effectively progress and monitor behavior. This methodology lays the foundation for students to mature into adults with appropriate life skills.

12. Through the “Blurred” Looking Glass – The Sensory Experience of the Built Environment

Gavin Jenkins, Beth Barstow and Deek Cunningham

We need to acknowledge that the interplay of people with the environment is not solely constrained by physical limitations, but that significant cognitive, sensory and perceptual challenges are faced in the built environment. To appreciate this, we need to consider well-established ideas that when people are immersed in a space they will respond to it through a combination of sight, sound, smell, feel, texture, temperature of that space and that there are four senses that are of most value in the interpretation of environments: vision, sound, smell and touch. The questions to answer are: 1) How much are these senses considered in the current focus on access? 2) What are the challenges in designing public spaces so that people with sensory loss can experience and use spaces?

Therefore, this workshop will focus on sensory challenges and firstly establish the theoretical basis for the critical role that the environment plays in supporting or hindering participation, including a critique of current accessibility guidelines. By considering the relationship of people and public spaces through a theoretical “lens”, this will lay the context to then consider the different aspects, or layers, that are each influenced by the other in the different environments that people experience. Participants will be introduced to the regulatory mechanisms that people use to support movement, including physical, cognitive, sensory, affective and conative; as well as consider the demographics of different users of public spaces and the performance limitations of those with sensory loss. The workshop will include an immersive component where participants will experience for themselves and reflect on the challenges of moving through spaces with different sensory impairments. With greater insight into the challenges faced, the workshop will then progress to a review of different evaluation tools and intervention strategies that support the sensory experience of public spaces and ensure compatibility with different people’s needs. At its conclusion, participants will be equipped to develop their own evaluations of the environment and understand that it is often perhaps easier to make assumptions about the relationship of people with sensory loss to the built environment and that these assumptions are simplistic and do not capture the nuances of this interplay between people and public spaces.
13. Introduction to Web Accessibility
Mark Bransby
For many, web accessibility is not even on their radar, others are just getting started. Join Mark Bransby, Auburn University’s Webmaster and Electronic Accessibility Information Technology Specialist, as he steps through the basics of web accessibility. Topics will include headings, alternative text, contrast ratio, lists, tables, video, forms, website templates and much more. The presentation may be recorded and broadcast.

Elizabeth Stewart
This session will explore how to use augmented reality as a tool to promote strong social and work related skills that are critical for long-term employment success. Participants will have a chance to explore the augmented reality app Aurasma, as well as create an augmented experience of their own. This is a bring your own device session (iOS and Android devices) that’s sure to be unique and interactive!

15. Amazon Echo and Alexa for education, employment, independent living, recreation, and leisure.
Michael Papp and Scott Renner
The Amazon Echo is a great example of an assistive technology device that was universally designed. The Amazon Echo is changing the lives for people with and without disabilities. The echo can be used in various settings and for different tasks. This session will demonstrate various skills and applications that can be used for individuals to be more independent, used for educational purposes, and recreational and leisure activities. Participants will have a chance to try the echo and see how it is changing lives.

16. Going Mobile with iPhone
William Adams
Learn tips on getting around using your iOS device. Using certain apps and built in features allows for those with visual impairments to know what is around them. Knowing what is around is a major obstacle for those who have low vision or blind. It also gives the better directions for those who have to walk or use public transit to get around.

17. True Life: Dyslexia
Ashley McLeroy and Joanna Morrow
Learn how an AT evaluation can help an individual with dyslexia. Hear a personal perspective from an adult with dyslexia who has tried multiple tools-what has helped her, how has she advocated for herself, what has changed since using AT? Participants will learn how dyslexia can affect individuals in numerous ways and the variety of tools from low tech to high tech that can be utilized.

18. Adapting STEM Careers for People who are Deaf
Harry Wood
STEM Careers are the fastest growing job sector in the world. In an effort to guide transition students who are Deaf toward these lucrative careers, the AIDB Outreach Department will present ways to adapt STEM Jobs for this population.
19. STEM Wars: The Career Force Awakens

Isaac Beavers

STEM Wars is the 2017 Alabama Transition program for 8th-12th-grade students who are blind or visually impaired, as well as their parents and teachers. The Bureau of Labor and Statistics projects STEM job growth to 9 million by 2022. Meanwhile, the unemployment rate among legally blind people is estimated at 62%. Students choosing STEM careers may increase their chances for employment. STEM Wars creator hypothesizes that students, parents, and teachers are unaware that STEM careers are a viable option for people who are blind or visually impaired. STEM Wars’ purpose is to increase knowledge and interest in STEM careers through exposure to role models, resources, and experiential activities. The objectives of this presentation: Provide overview of Transition, program from the blind in Alabama, introduce STEM Wars project, promote interest in STEM careers among Education and Rehabilitation Professionals, and provide STEM resources.

20. Assistive Technology: Have You Considered It?

Sheila Bolling

As special educators, we know we have to consider assistive technology (AT) but the question of how and what to consider raises many questions. There continues to be a lack of understanding of the roles of general and special educators including teachers, IT providers, and administrators in considering and providing AT services. Difficulties may also arise because provision of AT devices can involve direct expenditures during times of very limited budgets. This session will focus on the SETT process in considering AT and answer some of the tough questions.

21. The Developer Space - Making the World a Better Place, One Person at a Time

Denis Anson

Have an idea for accommodation that you’ve never seen in the market? Have an idea for a better way to do something that commercial software does poorly? The GPII Developer Space provides the tools and support that allows professionals and others to develop assistive approaches to information access. The Developer Space is a component of the Global Public Inclusive Infrastructure that provides support to developers, from beginners to advanced programmers, to explore access techniques. Rather than requiring the developer to start from scratch, the Developer Space provides a framework that handles much of the basic work, allowing the developer to focus on the human interface components. In addition, it provides a means of sharing or accessing Do-It-Yourself tools and technologies.